**College Project Plan**

January 9th-13th 1:15

* Day 1-**Launch in Village**
  + Objective: SWBAT know the phases and components of the college project.
  + Introduce project (Neil?)
  + Be sure to explain that completing all parts of the project is the ticket to be able to go on the field trip in April.
  + Jenn has photos from the last trip & college fair that we can show in the launch.
  + Students go home and think about which colleges that interest them and what state they’re in. Use <http://www.utexas.edu/world/univ/state/>
* Day 2-3 -**Phase 1 in Classrooms**
  + **Objective**: SWBAT choose 3 colleges for their letters, find addresses for admissions offices, and know meanings of college vocabulary.
* **Standards**:
  + **W.GN.04.04** use the writing process to produce and present a research project using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions.
  + **W.PR.04.05** proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
  + Students pick 3 different states and a college from each.
  + We may want to allow students to choose one HBCU regardless of their colleges
  + Fill out College Project Phase 1 Sheet with addresses. Rotate kids to computers in classrooms to find info.
  + While kids find addresses, others start the ABC booklet using Internet and/or a dictionary.
    - Separate definitions and find definitions for words to have at stations for students to just copy instead of having to find the meanings.
      * We can strategically share computers where students can use a laptop at a station table for definitions.
      * Each neighborhood can get the cart for an hour and split the computers on the cart for the stations
        + 9-9:55- 4th Drain & Wetherbee
        + 10-10:55- 5th Curran & Robinson
        + 1:15-2:15-5th Martin & Dinning
        + 2:15-3:15 4th Wagner & Tiggs
        + **Exit Ticket:** Completed Phase 1 (address sheet) and ABC booklet.

January 12-20th

\*\*\***NOTE:** MLK Day is the 16th, ELA IA is the 17th (probably 18th) and benchmarks

might be due on the 20th\*\*\*

* Day 4-8—**Phase Two in Classrooms**
  + **Objectives**: SWBAT know the parts of a business letter and write a rough draft of their letter.
  + **Standards**:
    - **W.GN.04.04** use the writing process to produce and present a research project using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions.
    - **W.PR.04.01** set a purpose, consider audience, and replicate authors’ styles and patterns when writing a narrative or informational piece.
    - **W.PR.04.03** draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.
    - **W.GN.05.03** write a position piece that demonstrates understanding of central ideas and supporting details (e.g., position/evidence organizational pattern) using multiple headings and subheadings.
  + Model the Business Letter can use Business Letters PPT with Letters from a Nut and parts of a business letter
  + Students write rough draft
  + Teacher will conference with students.
  + Students will make corrections then type or write a final draft.
    - For IEP students, photocopy one letter that they have written or that teacher writes. Student just writes address.
  + Some students can type—
    - * Each neighborhood can get the cart for an hour and split the computers on the cart for the stations.
        + 9-9:55- 4th Drain & Wetherbee
        + 10-10:55- 5th Curran & Robinson
        + 1:15-2:15-5th Martin & Dinning
        + 2:15-3:15 4th Wagner & Tiggs
        + Make sure all letters are mailed out by **Jan. 24th**!
        + **Exit Ticket:** Completed rough draft of business letter.

\*\*Phase 3 will start in February to give colleges time to respond to letter

\*\*If students have not received a response from their college by Feb. 10th, they need to send out new letters by the 17th to new colleges in the same states that they chose the first time.

Feb. 27-Mar 2

* **Phase 3**
  + **Objectives:** SWBAT complete facts and figures for their colleges based on literature from colleges and Internet and choose the best college.
  + **Standard**:
* **W.GN.04.04** use the writing process to produce and present a research project using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions.
  + Complete the facts and figures sheet for all three colleges using literature from colleges and Internet
    - * Each neighborhood can get the cart for an hour and split the computers on the cart for the stations.
        + 9-9:55- 4th Drain & Wetherbee
        + 10-10:55- 5th Curran & Robinson
        + 1:15-2:15-5th Martin & Dinning
        + 2:15-3:15 4th Wagner & Tiggs
  + Choose one college based on the facts and figures
  + **Exit Ticket:** Completed fact and figures sheet and one college has been chosen.

March 5-9

* **Choose College &** **Essay Writing**
  + **Objectives:** SWBAT write an essay (position piece) about their college.
  + **Standards**:
    - **W.GN.04.04** use the writing process to produce and present a research project using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions.
    - **W.PR.04.01** set a purpose, consider audience, and replicate authors’ styles and patterns when writing a narrative or informational piece.
    - **W.PR.04.03** draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.
    - **W.GN.05.03** write a position piece that demonstrates understanding of central ideas and supporting details (e.g., position/evidence organizational pattern) using multiple headings and subheadings.
  + Model the essay using College Essay Template
  + Monday, we will write an essay about why UPA is a good school to go to. This will follow the format of the college essay (see below).
  + Starting Tuesday, guide them through the writing one paragraph at a time, starting with the body and finishing with the intro and conclusion. Here is an outline:
* Paragraph I: Intro/basic facts (e.g. name location ,enrollment, mascot,) Thesis will be the last sentence of this paragraph.
* Paragraph II: Academics (list majors, one interesting major and a job you can get with that major)   One reason this is a good school for me is....
* Paragraph III: Campus Life (clubs, organizations, sports, fun facts)  Another reason this would be a good school is...
* Paragraph IV: Free Choice Reason (cost, r&b cost, estimated 4-year cost, admission requirements ACT/SAT, other facts, etc)   A third reason this school is great for me is...
* Paragraph V: Conclusion (restate thesis and reasons)
  + **Exit Ticket:** Completed essay.

March 12-15

* **Objectives:** SWBAT edit and revise their essays and write a final draft.
* **Standards**:
* **W.GN.04.04** use the writing process to produce and present a research project using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions.
* **W.GN.05.03** write a position piece that demonstrates understanding of central ideas and supporting details (e.g., position/evidence organizational pattern) using multiple headings and subheadings.
* **W.PR.04.04** revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).
* **W.PR.04.05** proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.
* Conferencing & Revising
* Use peer editing to confirm they have all requirements from the essay template
* Write final draft & type
* **Exit Ticket:** Revised and edited first draft, peer editing sheet and completed final draft.

March 19-April???

* Complete poster/board at home

Field Trip is Thursday, April 5th

College Fair -Date TBD